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ABSTRACT

Four annotated bibliographies on authentic listening in English-as-a-Second-Language instruction are presented.The bibliographies were compiled by graduate students taking the a course called ESL Media and Materials. The students' purpose was to research a topic in order to develop an original project to display at an ESL Media and Materials Fair for language teachers, classmates, and others. A description of the fair and planning for it is offered as an introduction to the bibliographies. The following student bibliographies are included: (1) "Using Radio Broadcasts for Authentic Listening," compiled by Deming Mei, contains 15 references published between 1977 and 1990. (2) "Authentic Listening Materials," prepared by Lian-Aik Wong, contains 20 references on authentic listening materials from Radio Channels One and Five of the Singapore Broadcasting Corporation. (3) "Video in the ESL Classroom," compiled by Darlene Huang and Melanie Boston, contains 23 references published primarily between 1980 and 1990 on how video can be used to improve listening comprehension. (4) "Songs for the ESL/EFL Class," compiled by Ivannia Jimenez from the ERIC and Language and Linguistics Behavioral Abstracts databases, contains 20 references from 1969-1990 in three categories: Benefits, Techniques, and Songs. (LB)

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AUTHENTIC LISTENING. FOUR ANNOTATED BIBLIOGRAPHIES

(Within an ESL Media and Materials Fair Context)

Collection compiled by Jerry G. Gebhard
Indiana University of Pennsylvania

ED340220

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A Brief Introduction to the Collection

The annotated bibliographies in this collection were compiled by graduate students taking a course called ESL Media and Materials. The students purpose was to research a topic in order to develop an original project to display at an ESL Media and Materials Fair the class put on at the end of the semester. In other words, these students began with a Fair project idea, such as developing authentic listening materials. They then researched journals, books, and other sources to discover ideas which might be useful to the development of their project. Finally, they put together an annotated bibliography on what they had learned which was useful in the development of their Fair project.

Preceding the collection of bibliographies, I provide a description of the ESL Media and Materials Fair. I do this for two reasons: (1) To provide a context for the reader as to how these bibliographies evolved and (2) to provide a description of the ESL Media and Materials Fair for its own sake. Perhaps this description could be useful for teacher educators who read this bibliography.

The first bibliography was compiled by Deming Mei. His objective was to put together a collection of articles and book chapters on how radio broadcasts could be used as authentic listening material. Lian-Aik Wong took a broader approach to listening materials, compiling a bibliography which includes ESL texts and journal articles on listening and authentic materials. Darlene Huang and Melanie Boston joined to collaboratively research how video could be used to improve listening comprehension, while Ivannia Jimenez's focus was on the use of songs as authentic listening material.

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The ESL Materials/Media Fair

In order to gain a fuller understanding of what the ESL Media and Materials Fair is, I begin with a narrative description of the fair. I then turn to a description of the procedures used to put on a fair and how the bibliographies fit into the overall development of the students fair projects.

A Narrative Description

As the guests enter the very large room, the first thing they see is a banner-sized computer printout with "Welcome to the ESL Materials/Media Fair!". Just inside the door is a table with programs, a guest sign-book, and project evaluation forms. As the guests span the room, they see twenty or so displays. At each, a student, who created the project as a requirement for an ESL Materials/Media course, is explaining, showing, or getting guests involved in her or his project. The guests include ESL teachers from the language institute, classmates, professors, the college dean, and close friends.

At one project, Hiromi has several guests sitting at a computer playing a vocabulary game she created and programmed. Franklin is at the next table explaining to a small group how to make their own slides from transparencies. Near him is Ivannia who is showing a video tape of children singing ESL songs she wrote. Across the room, Dennis is having guests play IUP (Idiomatic Usage Pursuit), a game based on Trivial Pursuit, expect the categories include such topics as "Language Functions", "Expressions Used by Teenagers", and "Survival English".

Across the room, Liyan is having guests add their own voices to a Charley Chaplin film and Ahmad is encouraging guests to study a large "Read and Write" board on which they study cartoons and fill in the bubbles, read notices and write their own, write in original endings to short stories, and more. In the center of the room, Mohammed is watching guests walk around his culture-pyramid. One each wall of the pyramid he has a variety of information about cultural values, behaviors, and customs. Less obvious, but as impressive, are Porntip's three chapters of an EFL reader for university students, Lilly's original illustrated stories and poems for children, and Lian-Aik's listening activities based on authentic language used in the media.

Sooner or later, the guests focus on a most popular display, that of the international food table. Here, guests can select from a wide assortment of main dishes and desserts. The room is filled with laughter and interest. The once nervous students in the course are smiling and conversing with guests; they are confident. Their fair is a success.

Procedures: Putting on a Fair

A month or so before the Fair, as the teacher educator, I explained the goal of the Fair: To provide chances for students in the course to create an original Materials/Media Fair project to display at a Fair attended by classmates, teachers, a few professors, and invited guests. I emphasized that the Fair is a class project, and as such students are responsible not only for the projects but the Fair organization.

In order to provide chances for students to generate ideas for fair projects, I then had students meet in small groups to brainstorm for ideas, after which each group had the chance to report to the whole class on project ideas. (These were listed on the board and explained).

In order to provide chances for students to process ideas for their fair projects, I requested each student to write down a few ideas for a Fair project. I then met with each student to talk about project ideas and give some direction. Once the student had some direction, I requested that he or she research the project idea. Each student then wrote up an annotated bibliography.

Students then designed an original project based on their research and worked on their projects outside class. I met only with students having problems. In addition, I left time in the class schedule to have a Fair Project Workshop in class.

In order to organize the Fair, I requested that students join one or more committees: (1) The Layout Committee (Designs display layout; borrows equipment - i.e., video monitors, extension cords); (2) Program Committee (Collects and edits descriptions of projects and presenter backgrounds & designs, word processes, and copies program); (3) Advertisement Committee (Makes up guest list, sends out invitations, creates adds); Food Committee (Collects money, arranges food preparation); (4) Evaluation Committee (Designs, processes, & copies project evaluation/feedback forms).

On the day of the Fair students arrive 2 hours before the Fair beings to set up. The Fair begins!

DEMING MET
APRIL 1, 1991

USING RADIO BROADCASTS FOR AUTHENTIC LISTENING COMPREHENSION
AN ANNOTATED BIBLIOGRAPHY

Beswick, L. (1980). Using radio material with less and least able. British Journal of Language Teaching, 18(2-3), p. 77-81.

The author gives suggestions for surmounting the technical and linguistic problems associated with radio use in the classroom with "less-able" students. According to the author, the documentary or travelogue should combine the audio with visual reinforcement. Survival situations would encourage listening. The article also describes the modular/thematic/-functional approach.

Cross, D. (1980). Using the radio: Preparatory stages. British Journal of Language Teaching, 18(2-3), p. 73-76.

This article describes a method of preparing students for "fluent" foreign language radio listening by making them aware of current affairs and by actually training them to listen. The first part consists of getting students to recognize cognates. The second part expands into noncognates. The course outline is provided in the article.

Forest, R. (1980). Using radio programmes for language work. English Language Teaching Journal, 34(2), p. 109-11.

The author argues that radio would make a valuable tool for developing listening comprehension and speaking skills. A wide range of accents are available over commercial radios. Extensive listening would be done for pleasure; intensive listening would have a goal in mind, such as the use of a particular syntactic pattern.

Hafernik, J. & Surguine, H. (1979). Using radio commercials as supplementary materials in ESL listening classes. TESOL Quarterly, 13(3), p. 341-45.

This article affirms the pedagogical validity of using radio commercials in English as a second language listening classes and offers suggestions on how to introduce this type of material.

Hill, B. & Barley, A. (1977). Using language broadcasts. Audio-Visual Language Journal, 15(1), p. 54-60.

The authors introduce with an outline various ways to use foreign language radio broadcasts in comprehension practice, speaking practice, and written work. BBC and other broadcasts in other languages are listed and annotated as to age level and topics.

Joiner, E. G. (1984). Authentic texts in the foreign language classroom: Focus on listening and reading. Paper presented at the Defense Language Institute Foreign Language Center. (Presidio of Monterey, CA.)

The author points out a growing evidence that the best way to prepare students to cope with authentic oral and written texts they will encounter in actual situations is to introduce such texts into the classroom as early as possible. According to the author, the selection of texts appropriate for beginning students involves examination of the texts themselves and consideration of the students' linguistic and cultural preparation for situations confronting them, including exposure to a number of the structures and much of the vocabulary to help them make intelligent guesses. Levels I and II texts can be treated in a purely receptive way and used very early in language instruction' and the same texts can and should be used later for more demanding comprehension activities and then for production.

Liesching, G. (1980). Radio news as listening comprehension. TESL Talk, 11(4), p. 25-28.
This article describes some of the techniques that can be used to exploit the radio news in the FSL classroom. The techniques do not follow the traditional listening comprehension format (text plus question) and attempt, whenever possible, to integrate listening with other language skills. These techniques include listening for main and specific information and headline writing.

Lynch, A. J. (1982). "Authenticity" in language teaching: Some implications for the design of listening materials. British Journal of Language Teaching, 20(1), p. 9-16.
This paper discusses origins of desire for authenticity in language teaching, analyzes the term, and describes some materials designed to fit in with a more rigorous view of what constitutes authenticity. The purpose is to create learning activities that demand an authentic response from foreign language students.

Morrison, B. (1989). Using news broadcasts for authentic listening comprehension. ETL Journal, 43(1), p. 14-18.
The author supports the use of authentic listening materials for students at all levels of English as a second language. A model of listening comprehension instruction that uses news broadcast materials in beginning and advanced student lesson plans is described.

Porter, D. & Roberts, J. (1981). Authentic listening activities. ETL Journal, 36(1), p. 37-49.
The authors believe that authentic listening activities

better prepare learners for the experience of authentic listening. They suggest a number of authentic listening activities in the ESL classroom. They maintain that teachers should explore ways of using authentic texts for listening comprehension. They introduce some procedural activities using weather forecasts, radio broadcasts, radio advertisements, etc. They point out that these types of activities should not be carried out as isolated listening comprehension activities because authentic listening activities depend, largely, on the situational information and the culturally acquired knowledge of the learner.

Richards, J. C. (1990). The language teaching matrix, Chapter 3: Designing instructional materials for teaching listening comprehension, 50-60.

In this chapter, the author posits the need for a clear understanding of the nature of top-down and bottom-up approaches to listening and how these processes relate to different kinds of listening purposes. He argues that teachers should choose appropriate ways of using listening passages and help students employ appropriate listening strategies for particular listening purposes, whether transactional or interactional.

Scanlan, T. M. (1980). The use of Radio Canada and Radio France recordings in the teaching of language and culture. French Review, 53(3), p. 402-10.

The article discusses the use of recordings from Radio Canada and Radio France in advanced high schools or college classes. Techniques for using the recordings, particularly interviews, are suggested.

Tebutt, S. & Hingley, P. (1980). Using local radio: Making your own programmes. British Journal of Language Teaching, 18(2-3), p. 97-105.

This article deals with the development of listening comprehension materials using radio. The treatment is in three parts: (1) the preliminary discussions, aims, and objectives are detailed; (2) an account of the actual compiling of the programs is given; and (3) reactions from pupils and teachers are given, along with suggestions for improvement.

Wipf, J. A. (1984). Shortwave radio and the second language class. Modern Language Journal 68(1), p. 7-12.

The author argues that as the emphasis on global education continues to grow, students and teachers who are serious about hearing a second language on a routine basis should consider the acquisition of a shortwave radio. According to the author, broadcasts, edited with care and used creatively, have the potential of filling learning needs at various levels of instruction.

Zhu, J. (1984). Making use of news broadcasts. ELT Journal, 38(4), p. 242-49.

This article describes a method of exposing Chinese students to real spoken English by means of English language news programs. According to this method, the students start reporting the number of items in the day's news program and graduate to being able to discuss the details of the broadcast.

ANNOTATED BIBLIOGRAPHY FOR MEDIA AND MATERIALS FAIR

An Assignment Submitted to Dr. Jerry Gebhard
in Partial Fulfillment of the Requirements
for the course EN 741

By

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Spring Semester
March 21, 1991

I. Introduction

This annotated bibliography, which consists of twenty entries, attempts to provide a reference source for my project for Media and Materials Fair as partial fulfillment for the requirements for the course ESL Media and Materials (EN 741) at Indiana University of Pennsylvania. The project will entail providing authentic listening materials from Radio Channels One and Five of Singapore Broadcasting Corporation, Singapore. The materials will be used for two listening classes (fifty minutes each) for first-year remedial English at the National University of Singapore (NUS).

In the past, the listening materials used for listening for the target group at the NUS are usually commercially produced materials. The contents of these materials are culturally biased since they are based on the speech and situations in Britain. However, research in variation on English, particularly in Singapore English by scholars as John Platt, Jack Richards and Mary W. J. Tay, has shown that most people in Singapore, including the highly educated Singaporeans, speak and listen to varieties of Singapore English, which are different from the established varieties of English like British English or American English. English teachers (locals) and students regard Received Pronunciation (RP) as 'stilted' and undesirable (Tay, 1982). In fact, most Singaporeans will not use English with native speakers of American or British English in their daily lives. English is a language they use with their parents,

peers, and fellow Singaporeans. In view of this, there have been scholarly papers or discussions on the standardization and description of the educated, high variety of Singapore English as used by educated Singaporeans in universities, schools, seminars, formal situations, etc.

Most of the listening activities in English students will be involved in in formal situations will be listening to speech by educated Singaporeans in these situations (there is no need to teach them to listen to the lower varieties of English as they learn them in lives anyway). Thus, from the practical point of view, it would be better to train students to listen to the high variety of Singapore English used in different situations. The Singapore Broadcasting Corporation provides different types of speech and discourse such as news, panel discussions, interviews, etc. which the teacher could use for improving the listening ability of his/her students.

In view of the purpose I have in mind, the bibliography, therefore, includes not only items focusing on the theoretical issues of listening and the actual materials used for ESL/EFL students, but also two items on Singapore English and one item relating to news broadcasts.

The bibliography covers items from 1974 to 1990. Some of the items

are materials for EN 741, others are from the American Language Institute and IUP Library. To locate the latter, I used IUPTOMUS and research catalogs (The ERIC System at IUP has been down for quite some time!) at IUP and visited the ALI. Two items are in my private collection. The entries were all done by myself.

II. Annotated bibliography

Anderson, A. & Lynch, T. (1988). Listening. Oxford: Oxford University Press.

This book is for language teachers who need an overall perspective on listening as a communicative and language learning activities. Section one deals with the theoretical considerations behind listening comprehension and how they relate to comprehension skills in L1 and L2. The notion of grading is discussed. Section two deals with pedagogical issues such as the selection of listening materials, evaluation of the effectiveness of listening materials and the views behind commercially produced materials. Section three provides practice for the creation of materials.

The book adopts a task-based approach. There are altogether 112 tasks to allow the reader to process his understanding of the concepts presented.

Benson, M. J. (1989). The academic listening task: a case study. TESOL QUARTERLY 23:3, 421-445.

The article reports on an ethnographic research project which investigated the listening activities of an Arabic student in a semester course in a U.S. university. The ESL student at the master's level was found to be engaging in a variety of processes relating both to the material and to the teacher. This leads to the idea that content-based listening classes would be useful for ESL preparatory programs. Based on the findings, the author mentions four principles on which advanced listening courses should be based.

(1982)

Dunkel, P. & Pialorsi, F. Advanced listening comprehension. Developing listening and note-taking skills. Rowley: Newbury House.

The authors express in the preface the importance of listening to college and university students and cite studies to support their argument that lecture note-taking helps to retain more information than without it. The preface also has a description of the organization of the book, which gives the teacher using the book a good idea of the rationale or theoretical framework behind the activities. The schema of the book consists of (a) pre-listening activities; (b) listening activities; (c) post-listening activities and (d) follow-up activities. For each of the activities, suggestions are provided though the authors encourage teachers to adapt the materials according to their specific situations.

Part of the preface and all the 15 mini-lectures are also on tapes. In the beginning of the book and the tape, there is an extremely useful section entitled "An introduction to listening and note-taking: why and what". This section gives the different advantages for note-taking and what students should take down and omit in a lecture.

Finger, A. (1985). Tune in tonight. Listening to the news. Rowley: Newbury House.

The text offers authentic samples of news from ABC's World News Tonight. No editing was done so that students will hear the errors common to natural speech. Each sample is presented three times: the original report, same report recorded by another speaker for clarity and the original report again. Prelistening exercises include asking questions about the content, guessing meanings of words, etc. Postlistening exercises cover role-playing and comprehension questions. The text has 15 units. A glossary of words used in the reports, transcripts of the reports and an answer key are provided at the end.

Mason, A. (1983). Understanding academic lectures. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

The book presents the fourteen lectures on various issues relating to culture and other areas of study. The taped materials are first presented in parts, then in a combination of parts, and finally as a whole. The listening tasks include listening to interviews, panel discussions, lectures, etc. Vocabulary and listening cues are used to help students build their mental framework before listening.

Topic guides, completed outlines and answer keys to exercises are provided in the appendix for students to help them in their listening and check their understanding.

Morley, J. (1984). Listening and language learning in ESL: Developing self-study activities for listening comprehension. Orlando: Harcourt Brace Jovanovich, Inc.

It is a resource book which focuses on listening and language learning. Part one presents a brief summary of some changing views on the role of listening in language learning. Part two presents some guidelines for preparing materials for listening and gives examples of specialized listening materials for self-study. These materials focus on two broad categories: functional listening and vocabulary building and structural analysis listening. The former consists of (a) notional/informational listening and (b) situational/functional/informational listening. The latter is divided into (a) discrimination-oriented listening practice and (b) sound-spelling listening practice. The materials are targeted for adult and teenage ESL learners of intermediate levels and below.

Numrich, C. & National Public Radio. (1987). Consider the issues: Developing listening and critical thinking skills. New York: Longman.

The text covers twelve authentic interviews and reports from National Public Radio broadcasts "All Things Considered" and "Morning Edition". The materials are designed for high-intermediate or advanced students of English as a second language. It is believed that the unedited language meant for native speakers will provide the target group with the opportunity to listen to the 'real' speech which includes hesitations, redundancies and dialect differences and at the same time understand American values and cultures. Each lecture is preceded by prelistening activities which cover 'predicting', 'think ahead' and 'vocabulary'. The main tasks are sequenced in such a way that students have to listen to the same material three times - the first to check global comprehension, the second to listen for main ideas and the third, to listen for details.

Osborne, A. W. (1975). Comparison of reading and listening comprehension abilities of eight grade students (Master's dissertation. Indiana University of Pennsylvania, 1975).

The author feels that compared with the teaching of reading, the teaching of listening had very much been ignored. However, he states that as technology advanced, listening becomes more important as more and more information is transmitted through listening. He thus deplores the dearth of research in listening and its relationship to reading.

Twenty seven of the thirty two students tested showed that they had a greater reading comprehension than their listening comprehension. The author recommends that listening should receive greater emphasis.

Plaister, T. (1976). Developing listening comprehension for ESL students. The Kingdom of Kochen. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

This course book provides twenty lectures and accompanying exercises aimed at helping students to improve their overall listening comprehension (auding) and improve related language or study skill areas such as understanding academic lectures, note-taking skills, vocabulary and reading skills. A paraphrased form of the lecture material is presented before each lecture. Practice of key words in the form of a dictation exercise also precedes the lecture. The auding prompts are provided for each lecture. The auding prompt contains the script of the lecture with certain words partially masked or left out. Quizzes are provided to check comprehension. Keys are given for the quizzes.

Porter, D. & Roberts, J. (1981). Authentic listening activities. ELT Journal 36(1): 37-47.

The paper examines the limitations of listening materials specially prepared for ELT. The shortcomings of these materials as shown in pronunciation, syntax, turn-taking, quantity of information and speech, speed, attention signals, etc. are discussed. It then looks at some examples of authentic listening activity in real life. Finally, it gives some authentic listening activities which can be introduced in the classroom and how they can be introduced. These include listening to weather forecasts, radio advertisements, eavesdropping on natural conversations, etc.

Richards, J. C. (1990). The Language Teaching Matrix. New York: Cambridge University Press. (Chapter 3).

The chapter in the book entitled "Designing instructional materials for teaching comprehension" examines some theoretical principles underlying the design of listening materials. It discusses the bottom-up and top-down processes in listening and attempts to relate these to the interactional and transactional functions of language. Examples are given to show how listening at anyone time is the interaction between one of the listening processes and one of the functions. Characteristics of the different kinds of listening exercises are also provided.

Roguski, C. & Palmberg, E. (1990). Academic mini-lectures. A text for listening and note-taking practice. New York: Maxwell Macmillan International Publishing Group.

The course book tries to bridge the gap between the simplified listening materials used for beginning and intermediate levels and the lengthy, more complex lectures used in some advanced textbooks for listening. Although the book is targeted for ESL/EFL students, native speakers will also find it useful for developing the skills necessary for note-taking.

Most speakers are university professors who are experts in their fields. The topics included cover art, arts and social sciences, pure science, engineering, business and health science. Each of the 15 units provides brief information on the speaker and background of the area. There are also prelistening discussion questions and prelistening vocabulary exercises. The postlistening, note-taking and other exercises vary partly because of nature of the subject areas. Micro-skills required for academic listening such as identifying the scope and development of a lecture, recognizing important words and cohesion devices, etc. are also practiced.

Rost, M. (1986). Strategies in listening. Tasks for listening development. New York: Longman.

The text with accompanying cassette tapes has been designed for intermediate students of English. The 21 units built on predominantly language functions and notions are to expose students to different voices, styles of speaking and contexts. The first sections of the unit consist of 'global' listening tasks requiring students to identify the gist of what has been said or to focus on specific items of information in the monologue or dialogue. In the last section, the students must listen intensively to identify

linguistic forms. The exercises provided in the sections are in the form of filling in the blank for multiple choice questions. The appendix has additional speaking and pair-work exercises.

Ruetten, M. K. (1986). Comprehending academic lectures. New York: Macmillan Publishing Company.

The text aims at developing the listening and note-taking skills of ESL students for academic purposes. Skills like identifying main points and supporting information, recognizing rhetorical and organization patterns and making appropriate predictions based on previous information are mentioned. The text consists of five units, each with two to three lectures in a particular discipline. Prelistening activities include a discussion of the organization of the lecture, listening cues, vocabulary preview, etc. Post-listening tasks include true/false items, filling in the blank and open-ended discussion questions, etc. Lectures are in five academic areas: cultural anthropology, political science, geology, marketing and biology.

Tay, M. W. J. (1982). The phonology of educated Singapore English. English World-Wide, 3(2), 135-145.

The paper attempts to describe the standard form of spoken Singapore English. This form, spoken by educated Singaporeans, is internationally intelligible but it differs from Received Pronunciation, which is often perceived to be the norm for spoken English in Singapore. The analysis and description of spoken Singapore English is based on taped speech of 45 undergraduates at the National University of Singapore and 26 broadcasts by the Singapore Broadcasting Corporation. 70 undergraduates were later asked whether they would use RP in their speech or thought of it as being "affected".

Taylor, H. M. (1981). Learning to listen to English. TESOL QUARTERLY 15(1), 41-50.

The article hypothesizes that there are five developmental stages as ESL/EFL students learn to comprehend native speakers of English: 1. stream of sound (no comprehension of content); 2. word recognition within the stream (minimal comprehension); 3. phrase/formula recognition (marginal comprehension); 4. clause/sentence recognition (minimally functional comprehension) and 5. extended speech

recognition (general comprehension). Listening tasks are analyzed according to their usefulness in building abilities of each of the stages. The article looks at the needs of the students and assesses listening materials in relation to how well they cater to the career needs of the students.

Tongue, R. K. (1974). The English of Singapore and Malaysia. Singapore: Eastern Universities Press.

This is pioneering work in Singapore and Malaysian English. Examples of both varieties of English are provided. These cover pronunciation, vocabulary, syntax, style and social and cultural features.

Ur, P. (1984). Teaching listening comprehension. Cambridge: Cambridge University Press.

This book is primarily intended for teachers of English. It attempts to strike a balance between just providing the theoretical basis for listening comprehension and just presenting a series of exercises. Part one of the book (chapters 1-3) aims at giving the teacher the issues relating to listening, including the difficulties faced by learners and the considerations for planning and writing listening materials. Part two (chapters 4-5) contains examples for different kinds of listening a learner will encounter, which include listening for perception, listening in order to make responses, listening for academic purposes, etc. A categorized list of bibliography is provided at the end.

Wright, A. (1976). Listening, Chapter 1. Visual materials for the language teacher. New York: Longman.

The chapter deals with teaching the meaning of new items, listening discrimination and extensive and intensive listening, in relation to the use of visual materials. Cultural differences, contextualisation of materials, and using visual help in teaching sounds are discussed in detail. Examples of extensive and intensive listening are given.

Young, L. & Fitzgerald, B. (1982). Listening and learning.

Lectures module V Psychology/Education.

This is one of the seven modules in the series. The module has two units, each of which consists of 10-15 minute lecture followed by activities which are designed to develop skills such as anticipatory listening, making generalizations and exemplifications, listening for main ideas, etc. Each lecture is preceded by pre-listening activities. Transcripts for the lectures and key to the exercises are provided.

An Annotated Bibliography of Selected Sources Pertaining to Video in the ESL/EFL Classroom

Darlene Huang

Melanie Boston

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Spring 1991

Allan, Margaret. (1985). Teaching English with Video, chapter 4 and 5. New York: Longman.

The purposes of these chapters are many. First of all, it is to familiarize ourselves with the physical properties of video. The familiarity we have with the machine and what it can do will suggest ways we can use it in our teaching. Secondly, it presents the wide range of techniques and examines different ways video can be related to the rest of the language program. Thirdly, it addresses the strengths and functions of video in the context of language teaching. Next, it shows how video integrates into the syllabus and lesson. The author suggests several good ideas; for example, links through topics, links through activities, etc. The role of video in the lesson is mentioned as presentation, practice, reinforcement, and elicitation. Further, it looks at examples of different types of skills (e.g., use of visual prompts, roleplay, video drills, and comprehension exercises). Some activities are also provided for topic-based video programs (e.g., collecting information, debating a topic, and producing a commentary). Finally, it discusses using video materials as examples of communication, telling stories, and focusing on cultural features.

Buehler, George. (1982). The videotape recorder in foreign language conversation and composition course. Foreign Language Annals, 15, 103-107.

The purpose of this paper is to incorporate the videotape recorder in the foreign language classroom. This valuable teaching device can be used to enhance the oral and written proficiency of foreign language students. In the first stages, the students were divided into small groups and asked to choose three dialogues which they had to memorize and act out. The dramatization was to be presented as a videotape to the entire class. Following the selection of the dialogue, the students practiced their parts with their partners until they felt comfortable enough to be videotaped. The group chose the best 'take' for presentation to the entire class for their enjoyment, evaluation, and critique. The second stage of the evaluation process consisted of a segment-by-segment analysis of the videotape in which pronunciation errors, incorrect intonation, rhythm, and speech patterns were scrutinized by the teacher. In this stage, the students were forced to learn new vocabulary, phrases, or expressions. Finally, the student groups were asked to meet outside the classroom to produce their own script. The format was similar to the first stages.

Crouse, Gale and Noll, B. A. (1980). Using videotape to teach foreign language. Foreign Language Annals 13(5), 391-393.

Since the versatility of videotape recorders has not been fully exploited, this article outlines several projects for integrating the videotape into language activities. As Crouse points out, one major capability of videotape which has only recently been recognized as a viable, cost-effective method of teaching and learning, however, is local production. The following suggestions are examples of what the foreign language teacher might undertake: 1) Dramatizations. Have small groups of students write short scripts using their current expected level of language proficiency. 2) Interviews. Students may tape interviews in school or on the street to discover stereotypes, attitudes, and general knowledge people have of a certain foreign country or language area. 3) Everyday Situations. Typical situations we have used are shopping in grocery stores, visiting a bank, driving a car, arriving at the airport, etc. 4) Off-the-Air Dubbing. Tape a TV program, transcribe and translate the original language into the target language. Then students record their own voices onto the videotape as they watch the image on their monitor. This is easily done by using the "audio dub" device on all VTR's. 5) Creative Dubbing. As a variation of number 4, tape a TV program without the sound track and let various groups create their own in the target language. 6) Self-Analysis. All language teachers, though, can profitably use videotape as a feedback device for showing students their own work. 7) Field trips.

Duncan, Janie. (1987). Technology Assisted Teaching Techniques, the 16MM projector & video cassette recorder, pp. 33-50, and the video camera, p. 51. Vermont: Brattleboro.

In this section the author first introduces the attributes and capabilities of 16MM projectors and video cassette recorder. Second, some general suggestions of utilizing these instruments. Third, some techniques are presented in this part. Basically, each activity is accompanied by a technique, and each activity is composed by a explicit format which states the purpose, materials, and procedure of the activity. The activity is designed to facilitate the use of 16MM, VCR, and video camera in teaching languages.

Garber, C., & Holmes, G. (1981). Video-aided written/oral assignments. Foreign Language Annals, 14, 325-331.

The authors, whose intent was to find an alternative to the conventional written composition in a language class, describe a project they led at the University of Western Ontario involving three French classes. They prepared four five-minute video segments on "everyday themes," showed them to the students without a soundtrack, and asked students to write a composition complimenting the video segment of their choice. The papers were teacher-corrected and recorded on cassette by the students; after more teacher feedback, students recorded the final soundtracks, and the videotapes with sound were shown to the class. The authors report favorable results, such as vocabulary acquisition, impetus for class discussion, encouragement of good speech habits including careful pronunciation, and good material for listening comprehension.

Hall, D.E. (1989). The VCR in the EFL classroom. In Malkoc, A.M. (Ed.), A forum anthology: selected articles from English Teaching Forum (1984-1988). Washington, D.C.: United States Information Agency.

Seeing video as having great potential in the language classroom, Hall asserts that ESL teachers can use video for exercising students' listening and speaking skills and as a source for writing activities. He suggests previewing the tape and developing vocabulary lessons and pre-questions, which may be used before students view the tape. As students view, the teacher may stop the tape at certain points and ask questions, generate discussion, or check comprehension. After viewing, students may write a synopsis. A variety of writing assignments may be done. To employ speaking skills, students may engage in discussion, script-reading, etc.

Joiner, E.G. (1990). Choosing and using videotexts. Foreign Language Annals, 23, 53-64.

In this article it is argued that teachers using video need to manipulate the material so that active rather than passive viewing is encouraged. This includes careful selection of material and designing activities to be done before, during, and after viewing. Joiner provides and explains examples of questions teachers must consider when preparing a lesson involving video: basic data (subject, length, etc.); general characteristics (purpose and audience of video, linguistic and cultural assumptions); technical

quality of video; visual and auditory elements of video; and relation of the videotext to students and course objectives. The teacher must then find ways to exploit the video, deciding what preparation activities will be done, what tasks will engage students in listening and viewing, and what tasks will build off previous ones.

Kajornboon, B. (1989). Video in the language class. PASAA 19(1), 41-52.

The author stresses that video provides several non-verbal cues which aid the language learner. Steps in preparing the video lesson are listed, including the selection of the segment and type of language to be focused on, and preparation of the worksheet to be used. Tables from Allen are provided, showing various ways to exploit the tape. Kajornboon suggests such activities as "check the box" worksheets, freezing the frame to focus on an object and its name, and asking students to put in order sentences that describe a sequence of actions.

Kellstrup, Duane, V. (1980). Using the situation-oriented miniplay and the videotape recorder in advanced conversation class. Foreign Language Annals,13(5), 367-370.

The purpose of this article is to describe briefly an experiment with the VTR in the classroom using "a systematic progression for learning and precise guidelines' which involves the techniques of writing and performing a situation-oriented conversation or miniplay in German. This article presents a three-stage approach for teaching advanced conversation. Students progressively master selected source materials, write and perform miniplays based on the sources, and finally 'survive' in a real situation based on the material in the miniplays. The use of VTR in situation-oriented miniplays facilitates achieving best performance levels. And its use is in controlled, spontaneous communication, as if placed among natives and forced to survive.

Kitao, K. (1986). Using authentic video materials in the language classroom. Cross Currents 12(2), 17-28.

Like other authors, Kitao emphasizes the advantages of the non-verbal elements video offers, and mentions video's motivating effect. She discusses some criteria for choosing authentic video materials and offers techniques for using the materials. Possible activities are True/False questions, multiple choice,

summaries, and cloze exercises. An appendix with specific worksheets as examples is also provided.

Laminack, L., & Anderson, P.J. (1985). Use fast-food t.v. spots to build sound skills. Early Years, 15, 46.

The authors describe a seven-step activity that will "develop selective and evaluative listening skills through interaction with fast-food commercials." First, preview questions about students' expectations of commercials are asked, and students listen to recorded commercials. Next students compare the commercials with their predictions and discuss elements like selling techniques, words, and sound-effects. Students are then given written versions of the commercials, analyze them and compare them with the taped versions, and finally create their own written commercials, perhaps in small groups. The activity would work well with FSL students, although more emphasis would have to be placed on cultural differences regarding expectations of commercials.

Lynch, A. J. (1985). The 'unreality principle': one use of television commercials. ELT Journal, 39, 115-120.

In this article it is argued that television commercials based on "fantasy" contain forms of language that may be used to spark classroom discussion. The author states that commercials are appropriate for language learning because they are short, intense pieces complete within themselves, contain repeated key phrases, and have strong visual images. "Fantasy" advertisements are particularly effective because the visual elements dominate, making this type of commercial accessible to many levels of language learners. Lynch's suggested activity is to have students watch the commercial, discuss it in small groups, and use their linguistic capacity to retell what happened. The teacher should not provide any aid (including vocabulary) and should note how students interpret, negotiate, and reach a consensus. The author also offers three alternative activities based on this activity.

Manning, J. L. (1988). Using t.v./video as primary text in a foreign language classroom at the University of Colorado, Denver. Foreign Language Annals, 21, 455-461.

The author of this article describes a project in which students in a French class watched a French t.v. magazine and read a French news magazine as their main activities. The course was divided into several thematic units according to topics discussed in the

t.v. program, and students were given any necessary background material they needed. Listening skills and vocabulary acquisition were the primary focuses. Activities included class discussion and games such as "Twenty Questions." Grammar review was incorporated to help students express their ideas orally and in writing. Students also used either the readings or a t.v. segment as topics for weekly writing assignments. Eventually, students were involved in an exercise in which they read and viewed segments about a topic, prepared written arguments on the subject, and role-played people involved in the events. From this activity sprung another in which students produced French newscasts. Overall the tasks provided many ways for students to practice oral and written skills and for teachers to evaluate linguistic competency.

McGarvey, J. (1980). Cross-examining the commercial: the language of t.v. advertising. Media and Methods, 16, 47-49.

With the argument that t.v. advertising contains the most powerful language there is, the author promotes having students examine the actual words and phrases used in television commercials. He describes a four-week unit in which students are engaged in such activities as examining ten specific commercial slogans; role-playing people involved in the marketing of an actual commercial and arguing for or against the language used; writing their own commercials; writing about and discussing their experiences with advertising's influence; and writing letters to a product's company. The activities generate high student interest and promote linguistic analysis.

Morley, H.J., & Lawrence, M.S. (1971). The use of films in teaching English as a second language. Language Learning, 21, 117-133.

The authors claim that commercially prepared films can be the center of a course that builds all four language skills. Film is an active, personal experience which offers students the opportunity to receive information and communicate. Students are involved in listening and may practice vocabulary and answer comprehension questions. They will practice speaking through class discussion, write about their ideas related to the film, and read information supplemental to the film. The authors also list helpful criteria for choosing films and give examples of materials to be used with the film. Finally they explain how writing assignments related to the film help students recall and utilize vocabulary, summarize content, practice organization, and move from writing

narratives to more difficult types of writing. The activities discussed are designed for advanced ESL learners.

Rathbun, L. (1986). Using television and radio in English classes. English Journal, 75, 62-63.

The author reiterates the point that a recorded program's soundtrack can provide the impetus for various writing assignments. Teachers may use these materials to spark classroom discussion, which may raise possible writing topics. Also, recorded materials may be transcribed, and students can be given the passage and correctly punctuate it. Another possibility is to have students listen to statements and list the main ideas, or play a panel discussion and have them analyze and evaluate the different viewpoints. Although Lyon's activities are designed for native speakers, they could easily be adapted for an ESL class, especially one of advanced proficiency. The activities could be done using Allen's method of blacking out the picture and having students concentrate on the sound.

Rogers, C.V. (1983). Language with a purpose: using authentic materials in the foreign language classroom. Foreign Language Annals, 21, 467-478.

Emphasizing the value of authentic video, audio, and print materials in language learning, the author states that they are most useful for teaching listening and reading skills. In her section on video-taped materials, she explains how visual cues aid comprehension. Rogers also stresses that three types of tasks should be used with the materials: preceding activities, that prepare students to deal with the text; accompanying activities, that give students a purpose for doing the activity; and following activities, that help students react to the text. The author then gives specific examples of activities that may be done using videotapes (as well as audio tapes and print media), listing the purpose, class level, materials, and three task types involved.

Romiszoqski, A. J. (1988). The selection and use of instructional media, chapter 9. New York: Kogan Page.

In this section (pp. 224-235), Romiszowski illustrates how the four levels of the instructional design/development process are (or may be) involved in the decision-making of selecting and developing video for instruction (summary of the procedures is attached). He assumes that there is a real need for

instruction in the initial level. In level 2, he starts planning the overall course objectives, content, and structure, etc. Considering alternative instructional methods and media for the course objectives are also involved. Should we use the existing TV series/programs? The author presents a more detailed, TV-oriented, set of questions which may further assist us to make the overall decision on whether the use of TV is both desirable and feasible (a check-list is provided). Further, if we decide to adopt the series, the author suggests that we should pay attention to the briefing and debriefing of the students, which means that we need to have some previewing activities to alert and prepare students' 'mind set' so that they attend to what is important. Some follow-up exercises or discussion topics which relate directly to the program's content are also important. If no suitable program is located, Rimiszowski suggests the reader reassess the feasibility of using video, as the time and cost involved in producing one's own programs may be prohibitive. He also suggests the possibility of repurposing some existing video or film material for new objectives. In the final part of this chapter, the author finds three special skills required on instructors' part: knowing your equipment, knowing your students, and knowing how to be brief (e.g., p.234, Model for a student questionnaire used to evaluate instructional TV lessons/courses).

Santoni, Georges V. (1975). Using videotape in the advanced conversation class. Foreign Language Annals, 8, 233-238.

In order to produce free-flowing conversation, the only utilization of the videotape will not assure this production. Before taping, attentive selection of material and careful preparation are essential. In this article all sessions taped were a follow-up to students working with a unit of French village. Before attempting role-playing in front of the camera, students received a series of printed interviews solicited from representative members of the major socioeconomic groups in a specific French village, saw slides of the village and its inhabitants, and studied documentary films to help in decoding the social message, revealing both linguistic and visual cultural signs.

In this experiment the conscious effort required was a highly motivating factor, that helped students reinforce their language skills and the rapidity of their language skills and the rapidity of their reflexes. Most importantly, students agreed that it forced them to pay more attention to each other,

creating a new feeling of intimacy in the classroom.

Schmidt, H. (1989). Real conversation as a motivational factor through interactive video. Canadian Modern Language Review, 45, 329-338.

Schmidt discusses interactive video, a new approach to individualized language instruction. Rather than being an action viewed on the screen, like a normal video or film, interactive video allows students to engage in real conversation with native speakers of the target language on screen. "Video Germany," a program extensively experimented with, consists of a "drill sequence" in which students review and rehearse a dialogue, and an "episode" which involves the learner in a realistic situation where the language is used. Schmidt states that the approach is in step with changing technology and the results have been positive. The advantages are many, including high student interest, personal involvement in learning, and a freer atmosphere for student expression.

Stoller, F.L. (1990). Films and videotapes in the content-based ESL/EFL classroom. English Teaching Forum 28(4), 11-14, 22.

Stoller's article provides a rationale for using video and film in the ESL classroom and offers an extensive list of possible activities. She advocates a division of the lesson into pre-viewing, viewing, and post-viewing activities. Pre-viewing activities include interviews and polls on issues related to the video, problem-solving, discussion/prediction of the title, brainstorming, and both vocabulary and information-gap exercises. Viewing activities include directed listening, gathering information, stopping the film to discuss/clarify/predict, and viewing a second time. Post-viewing activities include summaries, alternate endings, discussion, comparison, a variety of writing activities, and others.

Svensson, S.E. (1985). Video, authenticity, and language for special purposes teaching. Foreign Language Annals, 18, 149-152.

This article discusses the advantages of video and language teaching and suggests possible uses of video in general language classes and Language for Special Purposes classes. The author lists popular uses of video, such as having students study non-verbal communication, stopping the tape to get feedback from learners, using picture minus sound, and freezing the frame. He then discusses how video can be used to meet the needs of students learning language for technical purposes. Specific examples of exercises that ask

students to apply new vocabulary, syntax, abbreviations, etc. are given.

Wildner-Bassett, M.E. (1990). A video visit to the land of them: commercials and culture in the classroom. Die Unterrichtspraxis, 23(1), 54-60.

Discussing the use of t.v. commercials in teaching German, the author asserts that one important use of commercials is to teach the culture of the target language. She names four types of cultural understanding as defined by Galloway: convention, connotation, conditioning, and comprehension. She suggests that commercials should be given a brief introduction, then shown and analyzed with questions related to the basic content and specific cultural assumptions. Students may make inferences and form hypotheses. The author also provides a set of open-ended questions students may use for group work, and examples of pieces from student essays on cultural aspects of German commercials. While the considerations of teaching culture along with language are important, these activities may be too specialized to use with an ESL class.

Annotated Bibliography on
The Use of Songs in the ESL/EFL Class

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Introduction

The works compiled in the present annotated bibliography represent a segment of materials available on the use of songs in the ESL/EFL class.

To facilitate the best selection of the works and an easy access to relevant research areas for the reader, the selections are classified into three sections: Benefits, Techniques, and Songs.

This work is the result of consulting books, journals and abstracting sources including Educational Resources Information Center (ERIC), Current Index to Journals in Education (CIJE), and Language and Linguistics Behavioral Abstracts (LLBA). The works cited cover from 1969-1990.

In cases where the compiler created her own abstracts, the indicia IJA has been appended. In cases where the author's original abstract has been used, either in its original form or with a minor modification, the indicias OR (original) has been appended. And finally, when an abstract has been modified, the indicias IJA and the initials of the abstracting sources has been included (eg.IJA/LLBA).

Benefits

Dobson, J. (1974). Effective techniques for English conversation groups. Rowley: Newbury House Publishers.

Provides some benefits of using songs as a ESL/EFL activity. Offers thirteen procedures to "make the most of the song." And recommends the use of songs in conversational sessions. The book includes a list of references. (IJA)
*(techniques)

Gasser, M., Waldman, E. (1979). Using songs and games in the ESL classroom. In M. CelceMurcia, L. McIntosh (Eds), Teaching English as a Second or Foreign Language. Rowley: Newbury House Publishers.

Focuses on the value the use of songs and games when teaching ESL children. Presents a rationale for using songs and games and suggest some strategies to use them in class. offers some examples of songs and games which have been used successfully with ESL students with different levels of proficiency. Includes a list of references. (IJA)

Graham, C. (1978). Jazz chants. New York: Oxford University Press.

Presents the value of jazz chants to develop student's appreciation of American English rhythm and intonation patterns. Suggests that songs can be used to help students improve their speaking and listening skills as well as reinforce grammatical structures. The book includes a tape with jazz chants. (IJA)

Griffee, D. (1988). Song and music techniques in foreign and second language classroom. Cross Currents, 15(1), 23-35.

Examines the role of music in teaching English as a foreign and second language. Identifies the benefits of using songs and suggests that ESL/EFL teachers should take advantage of the students' natural interest

in music. Provides different techniques for the use of songs in the class. (IJA)

Litle, J. (1983). Pop and rock music in the ESL classroom. TESL TALK, 14(4), 40-44.

Presents a rationale for the use of pop and rock music in the ESL classroom. Explains how songs can be highly motivating, providing variety, interest and fun to the class. (IJA)

Maley, A. (1987). Poetry and Song as Effective Language learning Activities. In W. Rivers (Ed), Interactive Language Teaching. New York: Cambridge University Press.

Explains the main advantages of using songs and poems as effective language activities to teach English. Maley raises the question of the value of poetry and song in learning a second language and answers it by mentioning aspects such as memorability, rhythmicality, performance, and non-triviality. (IJA)

Osman, A., Wellman, L. (1978). "Hey teacher! how come they are singing in the other class." In R. Light, A. Osman, Collected Papers in Teaching English as a Second Language and Bilingual Education. New York: New York State English to Speakers of other Languages and Bilingual Education Association.

Presents the positive experiences and results of using songs in the classroom and provides some suggestions on how to use them. Refers to the relation of musical aptitudes and language learning abilities. Offers several reasons (classified in linguistic and extralinguistic aspects of songs) to support the use of songs in an ESL class. (IJA)

Osman, A., Mcconchie, G. (1976). [If you feel like singing]. [Review of If you feel like singing]. Miami Dale Community College.

Presents a rationale for the use of songs in the ESL classroom. Offers different benefits of using songs: Songs are fun, they can be used to teach pronunciation, listening comprehension, culture, etc. Each song

includes a three-part presentation: Description, song, and exercises. (IJA)

Urbancic, A., Vizmuller, J. (1981). Using popular music in the foreign language classroom. Canadian Modern Language Review, 38(1), 83-91.

Presents the cultural and pedagogical value of introducing foreign language students to music and songs in the target language. Includes some results of an experiment on using songs to review grammatical aspects. (IJA)

Techniques

Graham, D. (1989). Using audiotapes for instruction and assessment. Language Association Bulletin, 40(3), 1-25.

Examines methods for incorporating modern music into the foreign language. Emphasizes rock and popular music about the techniques may be applied to any type of recorded or live speech. Presents a rationale for the use of songs and suggests methods for using them. (LLBA/IJA)
*(Benefits)

Griffee, D. (1989). Teaching popular songs: Using song types to get started. The Language Teacher, 13(5), 7-9.

Shows how to match song techniques with songs that teachers already know and have in their own collection. Suggests that songs are suitable for classroom teaching if the teacher and the students like it, and if it fits the lesson and the teacher has a copy in hand. Includes five types of popular songs. (IJA)

Murphy, T. (1989). The top forty for teachers. The Language Teacher, 13(5), 3-6. Guest editor: Dale T. Griffee.

Presents some important ideas on the use of songs: How to use songs in the class, pedagogical considerations

of using them, the discourse of pop songs, and some perspectives from neighboring fields. (IJA)

Brutten, S., et al. (1985). Music and memory: Predictions for attained ESL oral proficiency. Language Learning, 35(2), 299-313.

Presents the results of an empirical study in which measures of musical ability, auditory discrimination and memory were used to account for variance in ESL oral proficiency. (IJA/ERIC)

Songs

Grenough, M. (1976). [English: Sing It!]. [A review of English: Sing it!]. Adult Learning Center, La Guaria Community College.

Suggests the use of songs as a supplementary activity for the ESL/EFL classroom. Contains two cassettes and includes thirty nine traditional folk songs and some modern songs. For each there is an introductory paragraph, music and lyrics. Songs are arranged according to vocabulary and grammar from elementary to advanced concepts. (IJA)

Ken, W. Mister Monday. New York: Longman Company.

The first LP collection of modern English Language Teaching songs. An effective way of practicing language points with songs suitable for secondary school presentation of the song. (OR)

King, U. (1980). Tune in to English: Learning English through familiar melodies. Regents Publishing company

This text consists of 20 songs based on familiar melodies including song like "This Old Man." Each song teaches a specific language function. Cords are provided. Songs create a relaxed learning atmosphere for secondary and adult classes. (OR)

Osman, A., Mcconochie, G. (1976). If you feel like singing. New York: Longman University Press.

A collection of America's best loved folk songs. Each of the 28 songs is prefaced by a reading on the origin and cultural significance of the song, a glossary of words and expressions not usually found in the dictionary, and a photo or illustration by an american artist. The word and music to the song follow, with guitar chords and notations. (OR)

Paliquin, M., Richards, J. (1972). English trough songs: A songbook for English as a second language. Rowley, Mass: Newbury House.

A collection of songs and rhymes chosen for their use with adults and children during their first years of learning English. The songs which are graded according to difficulty and are classed by content and interest, are designed for classroom teaching. A teacher book demonstrates how to integrate the songs into the class work. (OR)

Ward, S. (1981). Dippitydoo. New York: Longman Company.

A collection of songs for children. They are suitable for mime, role-playing and other activities. The book has pictures which introduce the subject matter and pre-teach the vocabulary and structure from each song. Offers follow up activities which use the language of the songs. The Teacher's Guide offers step-by step instructions on how to teach the songs. (IJA/ERIC) *(techiques)

Well, L. (1975). Hard to learn that English as a second language blues: Song for learning English as a second language. Collier Macmillan International.

Each record album or cassette contains ten original songs, developing around a specific grammatical point. ESL Express is designed for beginners, Hard to learn that English as a second language blues for intermediate level students. (OR)